

Book: The Song within My Heart
By David Bouchard
Paintings by Allen Sapp

<p><u>Ideas For Reading:</u></p> <ul style="list-style-type: none"> -Small Group -Quiet Setting -Look at photos and talk about what's happening -Ask Children questions that relate to the book. -State Definitions of new words, Nokum means grandmother -Recall past events -Allow Children to ask questions during the story 	<p><u>Invitations:</u></p> <p>Art Invitations:</p> <ul style="list-style-type: none"> -Cut cardboard tubes -elastics -cellophane -popsicle sticks -paint markers -pipe cleaners -string <p>Play invitation:</p> <ul style="list-style-type: none"> -Drum -Fur -Hide -people -tipi <p>Play invitation:</p> <ul style="list-style-type: none"> -Hoops & Drum <p>Listening invitation:</p> <ul style="list-style-type: none"> -IPad Video's of Drumming -Music of Drumming <p>Expressive Arts:</p> <p>Markers, Paint, Paper</p>	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> -Listen to music and talk and write what the children think they are singing. <p>-Take pictures of Hoop Dancers and the children to hoop dancing. Write quotes said by the children.</p> <p>-Take photos of our visitors that showed us Drumming and Drum making. Hang them on the wall with children's quotes.</p> <p>-Take pictures of children in invitation areas and document the children's work.</p>	<p><u>ELE'S</u></p> <p><u>Social and Emotional:</u></p> <ul style="list-style-type: none"> -Develop self confidence by hoop dancing and making different things with the hoop. -Developing a Sense of Others. Learning about First Nation Drumming and Hoop Dancing. -Interacting with peers. Taking turns drumming and hoop dancing. Working together to do the round dance. <p><u>Physical:</u></p> <ul style="list-style-type: none"> -Moving to the beat of the drum. Drumming the drum on time, round dancing, hoop dancing. -Developing fine motor manipulation to represent ideas using provided materials. <p><u>Spiritual:</u></p> <ul style="list-style-type: none"> -Experiencing a sense of wonder and awe watching the dancers move to the drum. -Learning about the drum and the meaning it holds. -Appreciating how drums are made. <p><u>Intellectual:</u></p> <ul style="list-style-type: none"> -Predicting how drums where made. -Using the art materials to make drums.
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**Book: Grandmother, what is a tipi?
By Sandra Samatte and Susan Lam**

**From the series -
Grandmother
Grandfather**

Interactive Reading	Invitations	Documentation	Connection to <i>ELEs</i>
<p>Reflect on the cover - This is called a tipi - Has anyone ever seen one? Tipis were homes -Comparison to our homes. Tipis could be moved, Tipis were painted on the outside. -“Everyone and everything had a certain spot inside the tipi.” Who is in your home? Where are the spots for your things? -Elders shared teachings in the tipi. Connection to parents/grandparents sharing information with children.</p>	<p>Tipi Area -Sticks, tree cookies, bark, rocks, wilderness animal figurines, figurines representing First Nations people.</p> <p>Creative Representation – Invitation to create a small tipi; brown and white playdough popsicle sticks, sticks/twigs, etc</p> <p>Animals, people and sticks to create village to tipis.</p> <p>Paint and 3D artistic creations -Water colour paints and large sheet of paper to represent ideas. -Crayons, scissors, burlap, glue and construction paper.</p>	<p>Bulletin board to highlight project focus.</p> <p>Accordion books</p> <p>Photos of each activity documented differently with thoughts and quotes recorded.</p> <p>Using “pic-collage” to highlight and sequence a project or idea.</p> <p>Pictures in the digital photo frame.</p> <p>Video</p>	<p><u>Social Emotional</u> Developing self-awareness – connection to culture. Developing a sense of belonging.</p> <p><u>Physical</u> Painting, drawing, cutting to create tipis and artwork representing ideas.</p> <p><u>Spiritual</u> Developing an appreciation of beauty in the natural and man-made world.</p> <p><u>Intellectual</u> Exploring Numeracy – Counting tipi poles. Problem solving, creating & imagining Using knowledge, imagination, problem solving and various materials to create artistic representations</p>

Book: The Giving Tree
Written and Illustrated By: Leah Dorian
Michif Translation By: Norman Fleury

Interactive Reading	Invitations	Documentation	Connection to <i>ELEs</i>
<p>Reflect on the cover – What do you think they are doing around the tree? Who might have lived in this hollow? Why do you think they would call it the giving tree? Are there a lot of people in their family? Lets count. What is your favourite way to eat bannock? What do you think they should leave inside the tree?</p> <p>Story retell – The book is the focus of several interactive book reading sessions, each focusing on different aspects of the story; family, sharing, trading, artwork, storytelling.</p>	<p><u>Art</u></p> <p>Using the artwork from the book as an inspiration, children are invited into a multi-step process to create representations which include many of the artistic principles used in the book. The use of colour, outlines, shading and overlay work is highlighted in a way that is meaningful to children.</p>	<p>Bulletin board to highlight project focus. Children’s artwork is posted after each step of completion.</p> <p>Connection to children’s interests – giving, friendship, loving, family is highlighted as children choose words to add in a heart shape with their artwork.</p>	<p><u>Intellectual Domain</u> Listening with interest and engagement – focusing on different aspects of the story during retelling. Creating and imagining – Using materials in multiple ways to represent ideas and share thoughts or feelings.</p> <p><u>Spiritual</u> Developing an appreciation of beauty in the natural and man-made world.</p>